

HCPC major change process report

Education provider	Queen Margaret University
Name of programme(s)	MSc Music Therapy, Full time, MSc Art Psychotherapy (International), Full time MSc Art Psychotherapy (International), Part time
Date submission received	01 May 2020
Case reference	CAS-16089-M8G8F6

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the major change process undertaken by the HCPC to ensure that programmes detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Janek Dubowski	Arts therapist - Art therapist
Rosie Axon	Arts therapist - Music therapist
Rabie Sultan	HCPC executive

Section 2: Programme details

Programme name	MSc Music Therapy
Mode of study	FT (Full time)
Profession	Arts therapist
Modality	Music therapy
First intake	01 September 2015
Maximum learner cohort	Up to 25
Intakes per year	1
Assessment reference	MC04625

Programme name	MSc Art Psychotherapy (International)
Mode of study	FT (Full time)

Profession	Arts therapist
Modality	Art therapy
First intake	01 September 2010
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	MC04632

Programme name	MSc Art Psychotherapy (International)
Mode of study	PT (Part time)
Profession	Arts therapist
Modality	Art therapy
First intake	01 September 2010
Maximum learner cohort	Up to 30
Intakes per year	1
Assessment reference	MC04633

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider had proposed to change all module credit weightings for this programme from 30 to 20 credits each and integrate research methods into all modules. Other changes includes having three modules taught collaboratively with other health related programmes and changes to some of the module assessments.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Major change notification form	Yes
Completed major change standards mapping	Yes

Section 4: Visitors' recommendation

In considering the evidence provided by the education provider as part of the initial submission, the visitors were satisfied that there is sufficient evidence that our standards continue to be met, and therefore recommend that the programme(s) remain approved

This report, including the recommendation of the visitors, will be considered at the 02 July 2020 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).